



THE BISHOP'S STORTFORD HIGH SCHOOL
Equality Policy

Date of last review:	<i>November 2021</i>	Review period:	<i>2 years</i>
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		Approval:	



TBSHS: A truly all-round education



The Bishop's Stortford High School

Equality Policy

Aims

The Bishop's Stortford High School is committed to the promotion of equality within all the School's policies and activities. This policy applies to the whole school community. The School seeks to build a community based on respect and has due regard for the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
3. Foster good relations between people who share a protected characteristic and people who do not share it.

This policy adopts a single approach to cover practice across the seven protected characteristics for school's provisions of the Equality Act 2010:

1. gender
2. race
3. disability
4. religion or belief
5. sexual orientation
6. gender reassignment
7. pregnancy or maternity

In addition, the school also recognises the need to make special efforts to ensure that financially disadvantaged members of our community have equal opportunities and treatment.

The school will not discriminate against employees or prospective employees on the grounds of age or marriage and civil partnerships. These are additional protected characteristics applicable to staff only.

Extended notes can be seen on specific characteristics below:

3 Disability

Our school welcomes all without prejudice and as such caters for a wide range of student and staff disability. The current school site in London Road is not compliant with the Equality Act 2010 due to the age of the building, however, the School makes every effort to be inclusive for all staff, students and parents/carers with a disability. The new school, due to open in St James' Park in January 2023 will be fully compliant. Full details can be read in the school's accessibility plan (Appendix 1).

6 Gender reassignment

It is acknowledged that it is relatively rare for students, particularly very young students, to be in a programme for gender reassignment, but in such a case, it is acknowledged that a number of issues will arise which will need to be sensitively handled. In order to best support the student, the school will request a meeting with the student and their parents. The school will also respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Legislation and Guidance

This document meets the requirements under the following legislation:

1. The [Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination;
2. The [Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives;
3. This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Roles and Responsibilities

The Governing Body

The Governing Body will:

1. Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the School, including to staff, students and parents, and that they are reviewed and updated at least once every four years;
2. Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher;
3. Aim to nominate governors to create diversity and representation of the community it serves;
4. Apply the principles of best value without discrimination when purchasing goods and services;
5. The Governing Body will also agree the Equality Policy and Objectives.

The Headteacher

The Headteacher will:

1. Monitor success in achieving the objectives and report back to the Governing Body;
2. Incorporate equality targets into the School Development Plan;
3. Promote key messages to staff, parents/carers and students about equality and what is expected of them and can be expected from the School in carrying out its day to day duties;
4. Ensure that the whole School community receives adequate training to meet the needs of delivering equality, including student awareness;
5. Monitor and analyse the educational outcomes of all groups of students;
6. Ensure that all staff are aware of their responsibilities to record and report prejudice related incidents;
7. Ensure that prejudice related incidents are reported and addressed efficiently;
8. Recruit and employ staff solely based on qualifications, experience and competencies avoiding discrimination against any of the nine protected characteristics;
9. Delegate responsibilities to other staff.

All Staff

All Staff will:

1. Uphold the commitment made to students and parents/carers on how they can be expected to be treated;
2. Design and deliver an inclusive curriculum;

3. Respect and value the importance of teaching Citizenship and Relationships and Sex Education;
4. Inspire and promote positive outcomes for all groups of students;
5. Support the School and the Governing Body in delivering a fair and equitable service to all students, parents/carers and colleagues;
6. Record and report all prejudice related incidents.

All Students

All Students will:

1. Be a driving force within the School to achieve the commitment made to tackling inequality;
2. Show respect and integrity throughout their Citizenship and Relationships and Sex Education;
3. Report all incidents of prejudice and discrimination;
4. Uphold the commitment made by the Headteacher on how students and parents/carers, staff and the wider School community can be expected to be treated.

Linked Policies

This policy should be read in conjunction with the below policies:

1. [Equality Objectives](#)
2. [Behaviour for learning](#)
3. [Pupil Premium Strategy](#)
4. [Children Looked After and Previously Looked After](#)
5. Admissions
6. [Careers Policy](#)
7. [Child Protection Policy](#)
8. Health and Attendance Policy
9. Code of Conduct

The *Accessible Schools Initiative* required schools to set out a plan to increase over time their accessibility for disabled students, and to implement such plans. At TBSHS the plan is to improve accessibility for all groups of students.

Improvements to the physical environment

An audit of the school revealed the following general situation to pertain:

Approach & Parking

Vehicular access to the main entrance, as well as to the sports hall, pavilion and Jobbers Wood is relatively good. There is specially designated parking for the disabled at the front of the school and in the playground

Pedestrians have a narrow pavement up the slope alongside the drive to the main entrance but the steeper sports hall drive has none. Each has steep banks along most of their lengths making widening both difficult and expensive.

Routes & External Level Change

The playground and outside pathways are in reasonably good repair, level or gently sloping and of appropriate width with the exceptions of steps between the sports hall & gymnasium and the playground & tuck shop.

Entrances

Level entrances are available to most parts of the school. There are, however, single steps into the gymnasium area, lower Tee corridor from the Patio, the pavilion and science at the east door. The sports hall and Globe have three or more difficult steps.

Internal Movement

This is where the school's gently sloping site presents specific difficulties. There are three separate flights of steps along the main Tee corridor alone which form barriers between many parts of the school and the important areas of:

- Hall / Dining / Reception
- Maths and Humanities
- Learning Support / Computing

There are also steps down from Tee into Bastille lobby. Given the narrowness of the aforementioned steps it would not be safe to install ramps or stair lifts as these would impede the safe circulation of students at busy times and, in particular, in the event of an emergency evacuation.

The Churchill and Bastille towers have two narrow staircases between each floor with no feasible scope for the installation of a lift. The staircases to computing rooms 28 & 29, sixth form centre and the 'up' staircase to Newton are also difficult. Both pavilions have upstairs refreshment areas and balconies. The two storey Music & Drama suite has a lift shaft built in.

It is also important to note that the main corridors are much too narrow resulting in overcrowding at lesson change and other busy times. The general layout of the buildings not conducive to a one-way system.

Doors

All the outside doors and many of those inside have closures fitted to meet fire regulations. This often makes them more difficult to keep open for easy access. Only the specially installed disabled door into the playground has delayed operation.

The majority of the outside doors which are double-leafed require both leaves to be opened to accommodate wheelchair access.

The vast majority of interior doors are of sufficient width to accommodate wheelchair access.

Lavatories

There are disabled toilet facilities in Turing, near the library, in both pavilions and the Music & Drama suite.

None of the other toilets have modified facilities whilst two steps bar access to Churchill and Bastille toilets, although Bastille may be accessed from the playground.

Fixtures & Fittings

Light switches in all areas are fitted at 'standard' height. Science, technology and computing switches and controls are also at 'standard' heights as are sinks and taps in art.

Door handles are generally of a good size and shape for grip.

Information Controls

There are no specific 'information controls' issues.

Means of Escape

The majority of designated fire exits are level and present no difficulty. There are, however, single steps from the hall, gymnasium area, lower Tee corridor to the Patio (not designated a fire exit), the pavilion, room 22, sports hall, rear of library and science from the east door. The Globe has three steps.

Acknowledgement

This plan is compiled in the light of the guidance offered on the Hertfordshire County Council website, [Hertfordshire Grid](#)